DOCUMENT RESUME

ED 289 873 SP 029 793

TITLE	Student Teaching Handbook.
INSTITUTION	Marshall Univ., Huntington, W. Va.
PUB DATE	87
NOTE	41p.
PUB TYPE	Guides - Classroom Use - Materials (For Learner) (051)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Classroom Techniques; Elementary Secondary Education; Higher Education; Preservice Teacher Education; *Student Teaching; Teacher Behavior; *Teacher Effectiveness; Teacher Employment; Teacher Responsibility; *Teacher Role; Teacher Student Relationship

ABSTRACT

The first section of this handbook for student teachers offers advice on the behavior and protocols that should be observed by a student teacher approaching the first assignment to a school. In the second, classroom techniques are discussed, e.g., communication with students, classroom discipline, and planning. The third section deals with personal and professional relationships with students, parent, peers, and superiors. In the final section advice is given on seeking employment. Appended are a section on associate teachers and the law and a mission statement from the College of Education, Marshall University (West Virginia). (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED289873

STUDENT TEACHING HANDBOOK

Marshall University - Huntington, W.V.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

D. E. Koontz

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

SP 029 193

BEST COPY AVAILABLE

Glimpse Into Past Sheds Some Light on...

THE GOOD OLD DAYS

Teachers in the second half of the 20th Century should be grateful that they were not living in New England in the 1870s, when the following rules were drawn up for teachers in Franklin, Mass.:

1. Each day teachers will fill lamps, clean chimneys, and trim wicks.
2. Each teacher will bring a bucket of water and a scuttle of coal for the day's session.
3. Make pens carefully. You may whittle nibs to the individual taste of the pupil.
4. Men teachers may take one night each week for courting purposes, or two evenings a week if they go to church regularly.
5. After school the teacher must spend the time until supper reading the Bible and other good books.
6. Women teachers who marry or engage in unseemly conduct will be discharged.
7. Every teacher should lay aside from each month's pay a goodly sum for his benefit during his declining years so that he will not become a burden on society.
8. Any teacher who smokes, uses liquor in any form, frequents pool halls or public halls, or gets shaved in a barber shop, shall give good reason to suspect his worth, integrity, and honesty.
9. The teacher who performs his duties regularly and faithfully, and without fault for five years, will be given an increase of 25 cents a week in his pay, providing the Board of Education approves.

TABLE OF CONTENTS

Page

Introduction 1
Quick Reference Guide to Important Telephone Numbers 2
Check List of Things to Remember 3

Section I - Getting Off to a Good Start 4
Establish Yourself as a Teacher 4
The Four Phases of Student Teaching 5
The Student Teaching Seminar 9
Punctuality, Attendance, and Make-Up Work 9
Procedures During Job Actions/Strikes 10
Responsibilities of the Supervising Teacher 11
Responsibilities of the Associate Teacher 12
Responsibilities of the University Supervisor 13

Section II - Becoming an Effective Teacher 14
Planning for Effective Teaching 14
Establishing an Active, Responsive Classroom 16
Assertive Discipline Techniques 17
Evaluating Instruction 18
Variety in Your Classroom 19
Verbal and Nonverbal Communication 20

Section III - Personal and Professional Considerations 22
Building and Maintaining Good Human Relationships 22
Do's and Don'ts with Students and Parents 22
When to Speak up and When to Keep Quiet 23
Associate Teacher Evaluation 24
Substitute Teaching after Graduation 25
Changing Assignments 26
Terminating Your Assignment Early 26

Section IV - Getting Your First Job 27
Seeking Employment 27
Sample Letter of Inquiry 28
Sample Letter of Application 29
Sample Resume' 30
Tips on an Interview 31

Appendix

Associate Teachers and the Law 34

Mission Statement--College of Education ..... ibc

INTRODUCTION

Welcome to student teaching! The faculty who supervise student teaching at Marshall University have prepared this Handbook to help you get ready for this phase of your teacher preparation. For some of you this will be the last semester you will attend Marshall as an undergraduate; for others among you are probably no more than a semester away from graduation. You have taken many courses and spent a lot of time in classes, in the library and in the laboratory preparing yourself for the day you will be a teacher. We know your training has been good and you are now ready to try out the ideas you have studied here at Marshall in public school classrooms with students of your own. We wish you the very best! We know you want to succeed and we, of course, want you to succeed. We are prepared to help you in any way we can to make certain that your experience will be educationally beneficial.

A note about your title "associate teacher"; we have chosen to refer to you in this Handbook as associate teacher. Associate teacher denotes a person who has completed extensive training, both here at Marshall and during earlier courses in clinical experiences in schools. There may be some confusion about this title because many people, including some teachers in the public schools, still refer to college students who are at your level as "student" teachers. We believe you should be referred to as associate teachers because you are ready to fully associate with teachers in classrooms, to accept the responsibilities and duties of a teacher, and to be held accountable for your work. If it is slightly confusing, please bear with us. It will take a little time for everyone to get accustomed to using this term.

Please read this Handbook carefully before you begin student teaching. You will note that some of the sections pertain to planning and preparation, and some provide information you need to know as you begin to teach. Some sections will be more valuable after you have been teaching a while and some you will need at the end of this experience as you look forward to beginning your career. We hope all sections will give you helpful necessary information you can use.

Many people contributed to this Handbook; special thanks is due Jo Ann Johnson and Kathy Seelinger, who are Clinical Instructors in the College of Education, for their contributions; to Jack Nichols, former Director of Clinical Experiences who edited several earlier editions of the Handbook; to Reginald Spencer, Director of the Office of Career Planning and Placement who helped edit the section on the services of the Career Planning and Placement Center; to Roscoe Hale, Chairman of the Division of Teacher Education and Boots Dilley, Elementary Education Program Coordinator, for their advice and counsel on the Handbook. Again, we wish you the best.

David E. Koontz, Director
Office of Clinical Experiences

We Are A Team

The Student Teacher
- Observes
- Participates
- Teaches
- Tries his own wings
- Responds
- Behaves in a professional manner
- Demonstrates, initiative, commitment, and skill

The Cooperating Teacher
- Orients
- Shows a way to get started
- Gives guidance, help and information
- Is specific and immediate in helpful criticism
- Confronts as well as supports assessment

The University Supervisor
- Assesses Performance
- Carries information
- Facilitates by:
  - *Listening*
  - *Looking*
  - *Encouraging and Allowing Change*

We are all brought together by the Office of Clinical Experiences

QUICK-REFERENCE GUIDE TO IMPORTANT TELEPHONE NUMBERS

College of Education (Dean's Office)	696-3130
Director of Clinical Experiences (Student Teaching)	696-3100
Certification Specialist (Barbara Ferrell)	696-2857
Elementary Education Offices	696-3101
Secondary Education Offices	696-2333
Graduate School	696-6606
Registrar	696-6413
Vice-President for Student Affairs	696-6422
Special Education	696-2340
Career Planning and Placement Center	696-2370

CHECK LIST OF THINGS TO REMEMBER

1. Attend the orientation seminar which will be conducted by the Director of Clinical Experiences at the time, date and place announced to you when you received your placement letter.

2. Check the expiration date of your tuberculosis test report. This report is valid for two calendar years. If it has expired you must get another test before you begin student teaching. The Marshall Health Service will provide this as a service; stop by the student teaching office for a permission slip.

3. If you have two or more assignments, make certain you know when each assignment begins and ends, and inform your supervising teacher when you report to your school. If you have questions please ask to make certain you know.

4. Register for the Content Specialization Test, required of all students who plan to apply for a West Virginia Teaching Certificate. Applications and testing dates are available in the College of Education Office, 211 Jenkins Hall.

5. Make certain you know the time and place of all seminars which you are required by your University supervisor to attend.

6. Learn or obtain and keep in a handy place the telephone numbers of your school, and if possible, your supervising teacher and your University supervisor.

7. Plan to complete the packet provided you by the Office of Career Planning and Placement at the orientation seminar, and return it promptly to that office.

SECTION I

GETTING OFF TO A GOOD START

ESTABLISH YOURSELF AS A TEACHER

Associate teachers frequently tell us that they are distressed at being treated like students rather than as full-fledged professionals. If you expect to command the regard given members of a professional staff, you must conduct yourself in a manner worthy of that regard. The following list contains some proven strategies which will help you establish yourself as **teacher** in the eyes of both your students and your fellow staff members.

1. Although many schools don't demand rigorous standards of dress, you will find that the more professional you look, the more professionally you will be treated. A good rule of thumb is to look for the most authoritatively attired teacher in the building and emulate his or her mode of dress. We speak here not of acquiring an expensive wardrobe, but of adhering to some basic standards of formality: dress shoes rather than casual ones, slacks of appropriate cut and material; skirts or dresses whenever possible for women, coat and tie whenever possible for men. While you may be sorely tempted to opt for a more comfortable and collegiate standard of dress, remember that looking seasoned and businesslike every day will pay off for you in the long run. However, don't make the mistake of automatically judging casually outfitted veterans as unprofessional. After years of experience and an ongoing reputation, your attire will be of less importance, too.

2. Always refer to any faculty, administration, and staff members by their formal titles when in the presence of students. Regardless of how well you know your supervising teacher, principal, University supervisor, or anyone else on staff, do them the courtesy of maintaining their rank by speaking both to and about them using their correct titles and their surnames. Also, don't presume that you have the right to address superiors on a first-name basis in a one-on-one situation. When your principal or supervisor wishes to initiate that degree of familiarity, he or she will tell you. Until that time, show your respect for their rank and experience by using formal address.

3. To be well thought of as a teacher, you must not ask students to do things you would not do yourself. Therefore, make certain your requests are consistent with your own behavior. If you expect students to arrive at class and turn in assignments promptly, you must also be present on time and return their assignments expeditiously. The same rule holds true for learning: it's hardly fair to ask students to memorize a list of items you must read to them. Likewise, if you plan to enforce standards of etiquette, your own manners must be in order.

4. It has been said that the difference between childhood and adulthood is that a child says, "It got broken," and an adult says, "I broke it." Be prepared to admit it when you are wrong,

both where factual information and personal judgments are concerned. Try, though, to be wrong as few times as possible!

5. Nothing fosters professional regard so much as knowing your business. For the associate teacher, this implies hours of detailed, thorough planning. Being able to conduct a lesson with minimal attention to notes will earn you the regard of your cooperating teacher and the respect of your students.

6. Learn school rules immediately and be prepared to enforce them any time you are the only teacher present and always when on duty or in your own classroom. Don't, however, impose discipline in another teacher's presence when you're on his turf. It only fosters resentment.

7. It is an unfortunate sign of the times that teachers who are physically affectionate with their students are immediately suspect of wrongdoing. While it is true that a great deal more latitude in physicnal contact is allowed an elementary teacher, secondary teachers should heed the counsel of teacher educators who believe that physical contact should only be applied in three forms: handshake, a pat on the back, and a mock punch to the shoulder. None of these can be construed as a sexual advance, and all provide positive feedback.

8. You will walk a fine line of protocol with regard to other staff members in your building. They won't know you as well as your supervising teacher, and may be less tolerant of your assuming an equal status. Therefore, make certain you introduce yourself to professional and service personnnel whenever you're in their presence, and ask permission before participating in teachers-only activities. For instance, don't automatically help yourself to coffee or the copy machine. Ask the consent of those present. Permission will invariably be granted and you'll be applauded for having had the good breeding to request it.

9. Practice discretion after hours. Your personal time is your own business, but extreme behavior which becomes known around school will net you the contempt of both staff and students and will wreck your classroom discipline. Keep your private doings private.

10. Student teaching is your job. Treat it as such.

THE FOUR PHASES OF STUDENT TEACHING

Because the College of Education wishes to ease you gradually into full-time teaching responsibilities, you will progress through four distinct developmental phases in your student teaching experience. The four phases--Orientation, Participation in Teaching, Teaching, and Analysis and Reflection--are briefly described below.

1. The Orientation Phase is that period in which you will be given the opportunity to get your bearings in your new environment. Lasting normally from two days to a week, this period allows you to learn about your students, your supervising teacher, and the building, facilities and auxiliary personnel. To that end, you will want to

- ★ make a seating chart for each class so you can rapidly learn names as you observe.
- ★ read a copy of the student handbook, school newspaper, previous season's yearbook, and other pertinent publications.
- ★ write out your supervising teacher's teaching schedule.

- ★ discuss with your supervising teacher rules and regulations for your conduct, dress, and duties.
- ★ discuss with your supervising teacher, and later with a student, how discipline problems are handled.

Ascertain both general school rules of discipline and specifics of your supervisor's plan.

- ★ skim through the tests and worksheets designed by your supervising teacher.
- ★ familiarize yourself with the format of textbooks which you'll be using.
- ★ meet the other teachers in your department.
- ★ ask your supervising teacher for a copy of the teacher handbook.
- ★ locate the main office. Meet those staff members to whom you have not yet been introduced; learn the acquisition procedures for the materials, supplies, and services the office provides.
- ★ locate the library. Introduce yourself to the librarian and learn the procedures for library use, noting the books, magazines, and materials pertinent to your teaching area.
- ★ find the counselor's office. Meet the counselor and find out what information and aid the counselor can supply.
- ★ learn the location of the audio-visual equipment and how it is to be accessed.
- ★ seek out and meet the custodial and cafeteria staff.
- ★ locate the school nurse's office. Find out what sort of treatment is available for students and when the nurse is available on campus; many schools don't have a nurse full-time.

During both the orientation and analysis phases of your student teaching, you may feel that you are spending a disproportionate amount of time engaged in watching. Nothing could be farther from the truth but observation must be active in order to be profitable. Make it a point to spend only a day or two at the beginning in general observation. That time will point you to specific facets of teaching which you can then observe in depth. For example, if your supervising teacher is an especially able disciplinarian, you will want to spend several days jotting down the instances in which control is exerted and achieved and the ways in which that control is achieved. If your supervisor is a particularly adept questioner, you may spend several days closely following and later analyzing the type and order of questions asked. Any information you acquire through these means can be further expanded through dialogue with your supervising teacher.

If you're still at a loss for ways to make observation time worthwhile, ask your classroom and university supervisors for further assistance.

2. Participation in Teaching is that phase in which you will get ready to take charge of classes. It is a planning state in which you will explain how you intend to teach the units your supervising teacher has assigned. You will also begin working with individual and small groups of students and assume auxiliary duties in the classroom. You will move into the participation phase as soon as you have completed the tasks of the orientation phase or at the convenience of your supervising teacher. Often these two phases overlap somewhat. In the participation phase you will

- ★ write a unit plan
- ★ take a topic which is generally taught in a very traditional way and develop a new, unusual strategy for teaching the topic.
- ★ list possible sources for getting teaching material from your community.
- ★ identify several slower learners in a class and offer to tutor them during a free time.

- ★ observe other teachers in your department and make a list of methods and materials you find interesting
- ★ list some ways you might get your students interested in a topic you plan to teach.
- ★ find what alternatives are available for slow and gifted learners in your school.
- ★ make a sociogram to uncover the group structures among your students.
- ★ make a list of facts you have learned about your students which can help you to decide the level which you will gear your teaching.
- ★ discuss with your supervising teacher what you can test to evaluate student learning.
- ★ draw a sketch of how you might rearrange the classroom for teaching a lesson.
- ★ make a list of all the community resources that relate to your subject area.
- ★ make up a bulletin board idea that will illustrate the theme of one of the units you plan to teach.
- ★ make a list of reasons you have for teaching a unit that can help you answer student questions about the purpose of that unit.
- ★ prepare a series of visual aids (transparencies, posters, photographs, or objects) which illustrate the ideas in your lessons.
- ★ list some of the things that you feel might keep you from being successful teaching a certain unit. Discusss the items on this list with your supervising teacher or university supervisor.

3. The teaching phase is the most important part of the student teaching experience; it is also the longest one. Beginning as soon as your supervisor feels you are ready, you will begin gradually taking over one or two classes or subjects at a time until you have a full load of teaching.

Your supervising teacher has some scheduled time each day for planning and you should always have at least this amount of time to do your planning. You should talk with your supervisor(s) if you have a question about how much planning time you are to have each day.

It is expected that you will carry a full teaching load for a minimum of two weeks. After this time, you will begin gradually dropping classes at the direction of your supervisor until--with eight to ten days left in your term--you are back to the status of full-time observer.

During your teaching phase, you will want to complete the following tasks

- ★ have your supervising teacher observe student reaction to your lessons. Have him list the names of students who are responding favorably as well as those who are responding unfavorably. Try to determine why you are getting these reactions.
- ★ ask your supervising teacher to analyze the amount of interaction you are able to generate as you teach.
- ★ have your supervising teacher record the kinds of questions you ask students.
- ★ write a series of behavioral objectives for a class. After you have taught your lesson, test to see if you have achieved these objectives.
- ★ make a list of all the ways you are able to get feedback from your students for a specific class session.
- ★ give your students a series of directions of how to do something as a test for how clearly you communicate.
- ★ make a list of five ways you can evaluate student achievement.
- ★ describe some ways you allow students to make decisions concerning what and how they learn.

- ★ write a short analytic paragraph following a teaching session which has left you feeling depressed.
- ★ after a very successful lesson, list all the factors which contributed to that success.
- ★ develop a list of methods you can use to get students attention.
- ★ list the things you use as punishments in the classroom.
- ★ list some rewards you give students when they perform well.
- ★ structure a learning situation where slower students can learn from better students.
- ★ list the reasons why you give or do not give homework.
- ★ in a few paragraphs describe the student you like the least: See if you can analyze why you dislike him.
- ★ keep a lesson plan book to record daily classroom activities.
- ★ start a diary of your impressions of teaching to see if your attitudes are changing over the semester.
- ★ describe what you like and dislike most about teaching.

4. In the Analysis and Reflection phase of student teaching, you will have time to look at both your own and others' teaching competence. Having served as a full-time teacher and experienced the difficulties of the day-to-day routine, you will by this time be much better prepared to benefit from observing other teachers' techniques. While the same guidelines of active observation apply, remember that there are additional rules of professional etiquette which must be observed. Always make observation arrangements in advance, and be certain that the teacher has the choice of day and time. Respect the wishes of teachers who prefer not to be observed; some teachers dislike the presence of any uninvolved spectators. Remember, too, that it is your obligation to remain uninvolved unless your participation is directly solicited by the teacher. And by all means, remember that professionalism demands that you never broadcast the negative aspects of anyone's teaching to other staff members. Note well and profit from those things you witness which don't work, but remember that you won't always do what is educationally best every day, either.

Some of the activities you might utilize in your final phase of student teaching are

- ★ keep a diary of your clasroom impressions. Discuss them with your supervising teacher and your University supervisor.
- ★ have students respond to a questionnnaire concerning your teaching skills.
- ★ in a short paragraph, describe changes in your attitude toward teaching as the semester progresses.
- ★ list some of the things your supervising teacher did to hinder your teaching effectiveness.
- ★ in a conference with your supervising teacher, develop a list of your strengths and weaknesses as a teacher.
- ★ list the ways your college training helped you in your teaching.
- ★ describe the ways your college did **not** prepare you for the classroom.
- ★ discuss with your school principal how you might begin to search for a job.

THE STUDENT TEACHING SEMINAR

The student teaching seminar, a required session that is taken concurrently with student teaching, meets regularly at times and places scheduled by your University supervisor. It contains all the students supervised by a given University supervisor. This seminar, which will remove you from your regularly assigned classroom normally for one-half day each week, is designed for refinement of teaching skills, clarification of policy issues, and free discussion of individual concerns. Seminar credit is included in your student teaching evaluation with no final recorded letter grade; however, formal coursework and a final examination may be required by individual seminar professors. Consult individual seminar section syllabi for your University supervisor's specific requirements concerning assignments and attendance. If your seminar is cancelled by your University supervisor you are expected to remain in your school. Successful completion of the seminar is mandatory before credit for student teaching can be granted.

PUNCTUALITY, ATTENDANCE, AND MAKE-UP WORK

Never has your dedication to standards and requirements been so important as it will be during the semester you student teach. Not only are you fulfilling requirements for a mandatory course, but also you are amassing a permanent professional credential which details your degree of dependability and commitment. For this reason your punctuality and attendance are vital portions of your final evaluation. You'll be held accountable for promptness, for presence, and for making up any deficits in time or labor you incur during the semester.

It is expected that you will not miss deadlines during student teaching. This implies not only promptness in planning, grading, and records keeping, but also daily punctuality at the workplace. Your working day begins at whatever time teachers at your school are expected to report, and ends only when teachers are permitted to leave. A first or last period planning time will not be viewed as a valid reason for late arrival or early departure.

In cases of serious illness or documented emergency, you must report your absence to both your classroom and University supervisors prior to your assigned time of arrival at school. Should it be necessary for you to leave school for the same reasons, call your University supervisor's office prior to your departure. Otherwise, you are expected to be present every day all day, with the exception of seminars scheduled by your University supervisor. This includes those times when students are not at school but teacher presence is required, as on records days.

Absences due to illness or emergency totaling 1-5 days **may** need to be made up at the end of the term; this is left to the discretion of the supervising teacher and University supervisor. If absences total more than five days, the student teacher will be required to complete an extended experience.

You will not be expected to report to your teaching assignment on days the school is closed

due to inclement weather. However, if teachers are required to report on snow days, you are expected to be there as well. Instructional days missed due to inclement weather will not be made up unless there is an unusually high number of them. This decision will be left to the discretion of the Director of Clinical Experiences.

Although you are not required to be present on University holidays, you are viewed with favor for attending your assigned school every day it is in session. Be aware, however, that such attendance cannot be "banked." Student teaching during the Marshall spring break, for example, does not entitle you to finish a week early.

It is possible for you to be excused for a job interview with the approval from your University supervisor and supervising teacher, provided you request leave at the earliest possible time.

To be excused for an approved university or public school activity, you must submit a **written** request to your supervising teacher and your University supervisor **one week in advance** of the anticipated absence. Your University supervisor will notify you of either the approval or disapproval of the request. Because it is expected that you will schedule student teaching during a semester when you have few outside obligations, be prepared to have regular requests for absences disapproved.

Attendance at P.T.A. meetings, open-house, sporting events, and other supplementary school gatherings is encouraged. Attendance at faculty meetings **is** mandatory, however, provided the school principal has no objection to your presence. Remember, too, that you are expected to assist your supervising teacher in performing assigned responsibilities such as bus duty, lunch duty, playground duty, hall duty; helping with classroom parties, monitoring detention hall, and directing intramural programs.

Failure to comply with any of these directives can result in time being added to your associate teaching, a negative evaluation, or your removal from student teaching.

PROCEDURES DURING JOB ACTIONS/STRIKES

Although work stoppages have not been frequent in West Virginia systems, increasing efforts to elicit legislative attention to salaries and working conditions have prompted short-term actions in recent years. Other state systems have experienced work stoppages on a more frequent basis and often for extended periods of time.

Once in the field full-time as a certified professional, you can make an informed decision about whether or not you will participate in such actions. For now, however, Marshall University must make that decision for you in order to guarantee your neutrality within the system as well as your personal safety. These are your guidelines:

1. Attend no meetings on school time or otherwise which include discussions of work stoppage. Should you be in attendance at any gathering--formal or informal--in which talk turns to strike plans, politely excuse yourself and leave

2. Do not cross a picket line under any circumstances. Should you know such a line definitely to be in operation, don't go to school; should you arrive and find one, leave immediately.

3. If a picket line is not in operation but teachers are absent as part of any organized protest, do not permit yourself to be used as a covering substitute, either for your classroom supervisor or for any other teacher in the building. Explain politely to your principal that Marshall does not permit your presence on campus in such instances, and leave.

4. After leaving campus in either of these situations, immediately call your University supervisor for further instructions. In the average one-day work stoppage, there won't be an alternate work schedule for you. Should the action be more lengthy, however, your University supervisor will advise you on how the time lost in the classroom will be made up.

RESPONSIBILITIES OF THE SUPERVISING TEACHER

The supervising teacher is a classroom instructor in a public school who willingly accepts the responsibility for your daily guidance. As such, he is the primary member of the training team. To serve as your role model, the supervising teacher must be skilled in all phases of teaching. To serve as one of your supervisors, he must be a competent evaluator and communicator capable of bringing you to optimum performance in the classroom. The supervising teacher will be able to do the following things:

1. acquire a thorough understanding of the teacher education program's general philosophy and objectives, with special attention to the requirements of the student teaching program.
2. become thoroughly acquainted with your background. This includes some knowledge of family, educational and experiential background; interests, strengths, and weaknesses.
3. create an atmosphere conducive to a harmonious working relationship with you. This implies mutual understanding and respect, even in the face of differing personal styles.
4. orient you to the school as a whole. This includes helping you become acquainted with the students, faculty, clerical staff, and all service personnel. It also involves helping you become familiar with the entire school plant, including all available instructional and guidance facilities, and in particular the location of teaching materials, whether on-site or centrally housed elsewhere.
5. orient you to the community at large; its social structure as well as its expectations of the school and teachers.
6. orient you to the work of the classroom. This includes helping you understand the curriculum pattern and the long-range (yearly) plan for the particular group of students with whom you will be working, as well as the plan of the current unit and daily lesson plans.
7. orient you to the codes of policy, behavior, and appearance expected of students and teachers in the classroom and in the school at large.
8. find ways for you to assist in the classroom as soon as possible.
9. provide an increasing number of opportunities for you to assume additional responsibilities in the classroom. Guidelines for induction into full-time teaching are provided in the **Supervising Teacher Handbook**.
10. confer regularly with you, assessing progress and areas in need of further improvement. The cooperating teacher will offer evaluations and suggestions frequently enough that final assessment will hold no surprises for you.

RESPONSIBILITIES OF THE ASSOCIATE TEACHER

As an associate teacher, you are a University student in the final phase of teacher preparation who is spending sixteen weeks with a teacher of demonstrated competence in order to gain practical experience under expert guidance. As principal beneficiary of the student teaching program, you will:

1. acquaint your cooperating teacher with your background, interests, and ambitions.
2. conduct yourself as a courteous guest by conforming to the mores and customs of the school as well as to its formal policies.
3. use good judgment about dress and personal habits. When in doubt, you should follow the more stringent pathway.
4. become acquainted with the professional, clerical, and service personnel in the school.
5. hold information about students, school incidents, and home situations in strict confidence.
6. refrain from criticism of colleagues.
7. take the initiative in seeking needed help from the cooperating teacher.
8. meet all responsibilities promptly and effectively.
9. be prepared to assume full classroom duties at any time, even though the supervising teacher will not expect you to do so without warning, except in an emergency.
10. rapidly learn the names of all students with whom you will be working.
11. become familiar with long-range and unit plans being used by your cooperating teacher.
12. complete daily and unit plans, and have them always available on demand to the supervising teacher and University supervisor.
13. participate in extra class activities during school hours. These include such tasks as hall, lunchroom, and study hall supervision, assemblies, club gatherings, and class meetings.
14. assist with extra class activities beyond school hours where personal schedule permits. These include such activities as athletic and dramatic events; parent conferences and school support-group meetings.
15. attend conferences with your supervising teacher and University supervisor when scheduled.
16. continuously evaluate your own work as an associate teacher and strive to effect improvements.
17. show readiness to assume increasing responsibility as the semester progresses.

RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR

The University supervisor is a member of the Marshall faculty who assumes responsibility for overseeing your activities as an associate teacher. Working as a close associate of the Director of Clinical Experiences, your university supervisor is expected to keep the Director fully informed of the program's operation in the field. Your supervisor will help you in a variety of ways to assure you

that your experience will be beneficial.

1. Promote a thorough understanding of the student teaching program through correspondence and individual or group conferences with you, your principal and your supervising teacher.
2. Conduct a weekly seminar with all the associate teachers whom he or she supervises.
3. Observe and evaluate you with sufficient frequency to secure a reasonably accurate appraisal of your competence as a prospective teacher.
4. Obtain your cooperating teacher's ongoing evaluation of your performance in the classroom and in the school at large.
5. Plan and implement remediation strategies where necessary.
6. Serve as liaison between you and the University when individual or programmatic problems exist.
7. Serve as liaison between your school and University in whatever capacity is necessary.
8. Serve as your counselor.
9. Recommend your certification or your withdrawal from the teacher education program.

SECTION II

BECOMING AN EFFECTIVE TEACHER

PLANNING FOR EFFECTIVE TEACHING

Lesson planning is essential if you have any hope for success in the classroom as a teacher. You cannot teach if you don't plan first, and in most cases you will find a direct relationship between the amount of time you spend developing lesson plans and the quality of the lessons you teach. You will be required by both your supervising teacher and by your University supervisor to have written plans for every lesson you teach. You will need to show those plans to your supervising teacher before you begin each lesson and you should plan to keep the plans in your lesson plan book or your "portfolio" so that they can be reviewed at periodic intervals when your University supervisor comes to observe your teaching.

You have received instruction in various "methods of teaching" classes on how to prepare a lesson plan. Formats do differ, and there are some lesson plan forms that are more suitable for one subject and/or grade level than for another. You will want to discuss with both your University supervisor and your supervising teacher their requirements and their recommendations. At first, you should try to make your plans conform to their expectations. You will be free to adopt a style more suitable to your teaching and make minor modifications as you gain experience and confidence.

All lesson plans have common elements, however, and you should be certain that your plans contain them. The elements of every lesson plan include the following items.

1. A statement of the previous day's learning experiences.
2. Objectives of today's lesson
3. Activities and procedures
4. Materials required
5. Evaluation

Adequate learning cannot occur without careful planning; it is up to you to show that you can plan. If you examine the items on the *Student Teaching Evaluation* form you will note that you cannot be certified to teach in West Virginia if you cannot show evidence of the ability to plan lessons.

Many courses in secondary schools and middle schools and many subjects taught in elementary schools lend themselves to unit teaching, and unit teaching requires that you do unit planning. Undoubtedly you have received instruction on proper procedures in unit planning. If you need to review unit planning, you should do so while you are observing the first few days in your

class. Most good "methods of teaching" texts present information on unit teaching and describe unit planning. A unit plan should include these items.

1. Goals of the unit (from which specific objectives can be taken)
2. Pretest or initial assessment strategy
3. Suggested procedures for instruction
4. Activities, both in-class and out-of-class, for the students
5. Evaluation
6. Instructional materials needed

Daily lesson plans, with specific objectives and specific activities, can be taken directly from the unit plan.

One of the major strengths of unit teaching is its adaptability; you can plan for individual differences, you can integrate content from several disciplines, and you can see the "big picture" before you begin to teach and do a pre-assessment to make certain that nothing of importance has been omitted.

Consult with your University supervisor to see if a unit plan is required and note any special expectations that might be necessary for your unit.

WHY LESSON PLANS ARE ALWAYS A GOOD THING

Some supervising teachers have mixed feelings about the value of lesson plans. Certainly it is frustrating to stand by and watch while some brash student asks an interesting question which changes the direction of what you had planned to take up his/her class that day. Doesn't he know you had planned to take up his question next Tuesday?

Or, when you have carefully planned to teach three items of information in one period, it seems unfair of the bell to ring before you have had time to adequately explain the first one.

But consider the alternative: Ad-libbing your teaching day after day, hoping that something will turn up to occupy each period. To avoid this hit-or-miss approach, you are asked to prepare lesson plans each week for every class; these plans should be checked over by your supervising teacher at least 3 days in advance. It is part of your teacher's responsibility to see that you are making a well-prepared, systematic attempt to cover the subject matter.

It may be true that lesson plans are nearly always a good thing; trying to work without them is nearly always a bad thing.

ESTABLISHING AN ACTIVE, RESPONSIVE CLASSROOM

There is no principle of teaching and learning that is more widely accepted by all segments of education than the principle that students learn more when they are active and responsive rather than passive in the classroom. This principle applies to all ages of students, but it is more applicable to elementary and secondary students than to college students and other adults. You constantly need to be thinking of ways to keep your classroom a lively and responsive place for your students. It helps their motivation, helps them retain what they learn, helps them develop a more positive attitude toward school, and gives them practice at learning. The ancient proverb you learned in your Human Development classes is really true: "I hear and I forget; I see and I remember; I do and I understand."

Your teaching methods classes have suggested ways to establish and maintain an active responsive learning environment. The list of suggestions which follows is not designed to replace what you have learned elsewhere; it is simply to remind you of some tried-and-proven methods that teachers have used and continue to use.

1. Vary your approach. Start one day's lesson with a "discrepant event," open the next with a question for discussion, begin the next with a problem to solve, and so forth.
2. Do not lecture to any class more than a few minutes before you ask a question. When you ask a question expect an answer, and wait until you get one.
3. Reward by praise active, responsive behavior in your students, profusely if necessary, to get your students involved.
4. Think of a problem for a small group to handle; then divide the class into small groups to handle it.
5. Try hands-on activities. They are not possible in every class every day, but whenever there are appropriate hands-on activities which will help you achieve your goal, use them.
6. Make recitation lessons into games. People of all ages like games and will "get into" learning when it is fun for them. Even the most simple game that allows students to team up and play are often better strategies for achieving goals than just question-and-answer recitations.
7. Set high expectations for yourself and your students, communicate those expectations to your students and encourage them to expect much of themselves. The research literature on the self-fulfilling prophecy is extensive and worth remembering.
8. Begin each day's instruction with a clear objective in mind. (This objective should be written in your lesson plan and stated in terms of what your students will be able to do when your lesson is finished.) Communicate this objective to your students and ask them to suggest procedures for achieving the objective. Consider their suggestions before you proceed with the lesson.
9. Build variety into your questions. You have studied Bloom's "Taxonomy of Educational Objectives." Remember to ask students to answer higher order questions as well as recall questions.
10. Use media frequently but judiciously. Students today are used to television and films; it surrounds them and they have adapted to it. You can take advantage of this fact by carefully selecting appropriate videotape and films for use in your class.
11. Keep your sense of humor alive and laugh with your students. Never make one of them the brunt of a joke, but laugh at what they find humorous and let them enjoy a good time.

ASSERTIVE DISCIPLINE TECHNIQUES

You cannot teach students who are not attentive and responsible in the classroom and in school. Students who disrupt the class, who constantly strive to distract others and who challenge your authority in the classroom must be brought under your control or you will fail as a teacher. As an associate teacher you have the advantage of working in the classroom where someone else, specifically your supervising teacher, has established the tone of the discipline. When you graduate and get a class of your own, you'll need to be able to assert your control over your students before you teach them.

Assertive discipline is a popular contemporary approach that has a wide following in the teaching profession. It is not for everyone and every class situation, but it does have aspects which are important in any discipline plan. The major features of assertive discipline include the following

1. First is *the principle that the teacher is in charge*. He or she is expected to teach and no one has a right to subvert what the teacher plans to do.
2. *Everyone is treated with fairness*. No one gets special treatment and no one gets unfair criticism. Everything is pointed toward treating all students with fairness.
3. *The behavioral expectation of students is stated in advance*. The teacher's expectations are a matter of public knowledge and are not whimsical. There is good reason for every rule and the rules are made known to the students.
4. *The discipline plan does not interfere with the teaching plan*. The teacher allows the discipline plan to be the arbitar of behavior so that the teacher can teach and the students can learn.
5. *Specific punishment for misconduct is established in advance*. The student must know what the punishment will be if he or she misbehaves.
6. *There is never a need for or a place for physical punishment*. The negative effect of physical punishment is always greater than any short-term positive benefit. The associate teacher is never allowed to hit, slap, paddle or strike a child during student teaching, even if the school has a policy that allows it.
7. *Get the student away from his/her audience*. Removal of a student from the setting in which the misbehavior is being committed is usually necessary if the misbehavior is persistent.
8. *Make good behavior rewarding*. The students will not misbehave if they enjoy what they are doing.
9. *Don't let every distraction get your attention*. Sometimes it's best to pretend you did not see or hear minor distractions. If distractions don't persist, or if you can occupy the offender with something constructive, the misbehavior will usually disappear.
10. *Be consistant and be fair*. Nothing jeopardizes a discipline plan more quickly than if it is not administered fairly and consistently.

Losing your temper in the classroom--otherwise known as blowing your stack, flipping your lid, popping your cork or losing your cool--is emotionally exhausting on you, and if it occurs frequently, it loses its shock value for the pupil when the situation requires you to be truly angry.

A few hints which may prove helpful:

1. Don't argue with the students concerning discipline.
2. Try not to feel personally threatened by difficult situations. Try not to feel personally offended by dirty words or nasty innuendos. Handle these problems dispassionately, as between teacher and student, not as between "him" and "you."
3. Losing your temper does not include hitting a pupil, and it gives the offender the last laugh.
4. Often a shake of the head, a disapproving look, or a finger pointed at the misbehaving pupil is much more effective than a long lecture on discipline.
5. Spend a few moments alone with the pupil after class or after school. One advantage: the child is alone with you, with no "audience" of classmates to impress. And you're less likely to feel compelled to "make an example" of him.

As a last resort, counting to ten before exploding is an old-fashioned but effective way to simmer down. In particularly difficult situations, you may want to count far higher than ten. For instance, if a temper-provoking situation occurs during the first period, you can keep calm until you get home if you count to 78,536.

EVALUATING INSTRUCTION

You have studied techniques for the evaluation of instruction-testing, test interpretation, test-item writing, and using test results to plan for further instruction. You also should remember that there are both formal (testing) procedures and informal (observations) procedures for determining

how much your students are learning and what they may not be learning. You probably have taken enough tests in your own school career to have a good idea of how to write tests. You will practice giving tests, grading them, and using the data tests yield to plan instruction in your student teaching. You will need to ask advice and watch and learn in order to get good at it. A few reminders will help you prepare yourself for what is to come:

1. Tests should be both formative and summative. Formative tests (frequent check-up to see how your class is progressing) are usually brief and are used primarily to keep students on track. The scores your students achieve help you decide how well you are doing. Summative tests (end-of-the-unit tests) are normally used to arrive at grades for your students. Both types are essential in a balanced evaluation plan.
2. The items on any test should all come from information that the students have been assigned to study; they should be given ample opportunity to learn what you want them to know.
3. Teacher-made tests should generally be "criterian referenced" and not "norm referenced." The fairness doctrine demands that students should have an opportunity to do well if they study and prepare themselves.
4. Promptness in returning work students do contributes to the students' positive attitude about you and your teaching. This is especially true of tests. You should plan to return tests (and all papers collected) the very next class period, if it is at all possible.

You can obtain worthwhile information if you ask your students to evaluate you and your teaching at the end of your student teaching experience. Your University supervisor can assist you in developing a satisfactory self-evaluation instrument which you can ask your students to complete. When it is done right it yields some useful data that can guide you as you begin to plan for your own career as a teacher.

VARIETY IN YOUR CLASSROOM

When you first begin to teach you will be given opportunity to gradually take over the diverse reponsibilities of the classroom. Marshall insists that your supervising teacher induct you into teaching in a gradual manner because the evidence supports the idea that you will learn the total job well if you learn each phase of the teaching one step at a time. As you go through this induction process you should take the time to think carefully about what you are doing and develop an approach of self-evaluation. Are you achieving what you expect to achieve? Are your students learning? Are you finding satisfaction with your teaching? If you ask these questions of yourself every day, you will begin to answer them in ways which you will find personally beneficial.

You will also note, as you think about yourself as a teacher, that some of the techniques you employ in the classroom are more effective with some students than others. Your college training has taught you that students have a preferred learning style which allows them to learn more effectively. Each student is different and no two of them will learn in exactly the same way, or the same amount. You must conclude, therefore, that you will have to vary your teaching style.

You can increase the likelihood that more of your students will learn more and better if you use a wide variety of strategies. There are different ways to go about teaching. The assign-read-recite method simply won't do, if it is all you ever try. Consider some of these approaches.

- ★ Recitations which have the students ask the questions
- ★ Games
- ★ Debates
- ★ Panel Discussions
- ★ Student Demonstrations
- ★ Small Group Activities
- ★ Pantomimes
- ★ Small Group Reports
- ★ Student-Prepared Media Presentations
- ★ Oral Recitations
- ★ Recitation Bees
- ★ Guest Lectures
- ★ Out-door Education Activities
- ★ Student Reports
- ★ Problem Solving Activities
- ★ Teacher Demonstrations
- ★ Teacher-Lead Discussions
- ★ Informal, Self-directed Learning Experiences

VERBAL AND NONVERBAL COMMUNICATION

If you are the typical associate teacher, you may not have given much thought to your voice and body language since your first speech class. Here are a few principles of verbal and nonverbal communication to help refresh your memory.

1. When you are nervous, all your body systems go into overdrive. When experiencing the healthy anxiety of teaching, that same nervousness will throw your communication system into high gear, too. You'll end up speaking much faster than normal but will generally be unaware of it. Work at slowing to a more conversational pace, and be sure to carefully monitor the facial and bodily responses of your students to ascertain whether or not you're being comprehended.

2. The uncertainty of your new environment and position can have another effect: you will probably speak too softly. Many public school classrooms are acoustically unsound, which means that it will take a large amount of vocal projection to fill them. If you have anything worthwhile to say, you'll want to be heard. Boosting your volume has a secondary benefit in that a strong voice conveys the sense of authority. An authoritative voice does much to perpetuate your image as a competent professional, and will greatly augment your ability to control your class. Don't, however, mistake this directive to mean that your teaching should always be delivered in a loud

shriek. Just use whatever vocal push is necessary to fill your workspace comfortably.

3. Give some thought to vocal variety. An expressive voice will keep attention far better than a monotonous one.

4. Monitor the way you structure the things you say. Often minor changes in wording completely alter your message. For instance, suppose your students want to know whether you are going to assign homework. If you answer, "I don't know," you appear either indecisive or unauthoritative. By answering, "I haven't decided yet," you are gaining the time to decide while preserving your stance as competent person in charge.

5. Eye contact is one of the most important tools of teaching. Make your eye contact to students definite and specific; don't simply scan blankly across the room when teaching. Take the time to catch and hold the eyes of individual students as you talk, and give your focus to whomever is speaking to you.

6. Silence is the most neglected tool of the profession largely because we're all frightened of it. Bear in mind that there are several kinds of silence, the foremost being that void when we can't think what to say or do next. The teacher, however, has some non-painful applications:

- ★ silence before phrasing questions.
- ★ silence between question and student answer
- ★ silence after answer before commenting
- ★ silence as control. You remember this one from your own school days--the teacher who could cut you off in mid-whisper with a sharp look or calm a classroom by simply standing calmly and quietly.

7. Use physical proximity to assert your authority whenever possible. Often we tend to get as far away from students as possible conveying an unintentional message of fear. In the same fashion, you'll find that when you first begin your student teaching your pupils won't approach you very closely. As they learn to know you, however, they become more comfortable in close proximity.If you begin walking the rows early in the semester and avoid hiding behind lecterns and the teacher's desk, you'll be indicating a sense of fearlessness which will help establish you as controlling force in the classroom.

8. There are certain gestures and postures which can be interpreted as fearful, the most common being the self-hug. Standing with your arms wrapped around yourself feels good, but communicates insecurity; likewise, any extraneous hand or foot fidgeting pulls attention away from your verbal message by screaming,"I'm not comfortable."

9. Height is a forceful trait of authority. (It's the major reason most of us choose to stand when teaching.) Capitalize on this by standing when addressing the class at large, or by using a tall stool for your seating in front of the classroom; both will help you retain control of the large group. By contrast, sit at student level when working one-on-one. If heeled shoes (which occasionally are popular for men as well as women) are comfortable work shoes for you, you can gain a measure of benefit by wearing them. Don't, however, sacrifice comfort for the sake of height dominance.

10. Dress is a forceful nonverbal message. By looking crisp and businesslike, you'll be conveying a no-nonsense attitude about the workplace. You'll also be assuring your students that you are indeed a teacher and not one of the crowd.

SECTION III

PERSONAL AND PROFESSIONAL CONSIDERATIONS

BUILDING AND MAINTAINING GOOD HUMAN RELATIONSHIPS

As you try to build good relationships with the faculty and staff, it is imperative that you remember you are a guest in that school. Keep in mind that the faculty and administrators with whom you are working may have an opportunity to recommend you for a full-time teaching position at the time of your graduation. So keep a smile on your face as you go down the halls--remembering to put your best foot forward at all times.

Professional ethics demands that you respect and maintain the confidentiality of all information and experiences to which you are exposed. Discussing certain students and/or teachers with anyone is absolutely unprofessional; and it will not be tolerated.

You will also find it can be most beneficial to your professional (as well as personal) well-being to cultivate a good working relationship with the secretary, the cooks, and the custodian in your building. It will pay big dividends in little ways many times over in the future.

DO'S AND DON'TS WITH STUDENTS AND PARENTS

Always work on keeping control in your classroom. If you do not have the attention of your students, all the knowledge and advanced preparation in the world will be meaningless and no learning will take place. Help them to realize they are members of the entire group; and as such, they have a responsibility toward that group. Establish concrete goals and let the students know exactly what you expect of them in regard to their behavior, as well as each lesson's specific learning objective. Show genuine enthusiasm and make effective, interesting presentations (verbal and non-verbal, remembering to use your voice and gestures wisely). Set your pace to match the difficulty of the material and adjust for the ability levels of your students.

Make sure your students know you are interested in each of them as individual people by learning about their backgrounds, interests, and needs. Work on building feelings of security by complimenting their work when they do well. Try to make certain the students understand exactly what

they are to do. Be sincere, consistent, and fair in your treatment of them and their behavior. When they do poorly, help them to understand how they can improve.

Be aware of everything that occurs in your classroom and develop the "eyes in the back of your head." Use common sense, ignore trivialities, and remember that some problems can be handled by banter and humor.

When corrective measures must be taken, do so with regard to the pupil's personality and his particular offense. If isolation is in order, try to do so within the confines of the classroom. Try not to display your own frustration or anger and allow a little time to elapse (if possible) between the time of the offense and the time when you discuss it with the student and mete out the punishment. When corrective discipline has been administered, drop the issue and let the student know he has a "clean slate."

Occasionally you may be dealing directly with the parents of the students with whom you are working. Your supervising teacher may wish for you to sit in on a parent conference (with advance permission from the parents because some object to this). You, as well as the supervising teacher, will have valuable input to give the parents in regard to their child's progress.

It is of utmost importance for you to remember that this young person is an extension of his parents. What you say reflects on them. Therefore, it is wise to do these things:

1. always begin the conference with a positive statement about the child.
2. exhibit a folder of representative samples of work you have collected to show the parent.
3. share anecdotal and behavior records which you have meticulously kept. Giving parents "hard data" (i.e., concrete and specific facts and dates of occurrences will avoid accusations of subjective interpretation or emotional over-reaction on your part to the situations in question).
4. involve the parents of your students in the educational process. Write notes home asking for artifacts, souvenirs, or collections to enhance your units. Have a "Parents' Day" program to share unit learning. Send positive correspondence home when their young person does something good as well as the necessary notes for bad conduct and/or poor work habits.

WHEN TO SPEAK UP AND WHEN TO KEEP QUIET

As you're continuing in your associate teaching experience to put your best foot forward, you'll need to keep your eyes and ears open but your mouth needs to be closed (at least most of the time). A good rule of thumb is to frequent the teachers' lounge occasionally--and then, prehaps briefly.

Today's teachers are under much stress and pressure. Many demands are constantly being made upon them, both personally and professionally. The backing and the unqualified support they enjoyed in the past have often been replaced with apathy and animosity. The unquestioned authority teachers once had has been challenged and greatly reduced, and commanding respect is becoming more difficult.

Therefore, teachers need some place to vent their frustrations. In the heat of the moment

they may come to the lounge and voice an emphatic opinion in an adamant way; make statements about someone they might later regret; or make derogatory comments about the profession of teaching and the people involved with it.

If you hear any or all of the above it would behoove you to simply "let it go in one ear and out the other." Above all, DO NOT repeat what you have heard to anyone--other teachers, administrators, parents, students, or peers. If you see or learn about something you feel is a threat to the safety or well-being of a student or another staff member, report it at once to your supervising teacher or your principal. In particular if you see any signs of child abuse, you are obligated by law to report it also. Otherwise, adopt this familiar motto: "Hear no evil, see no evil, and speak no evil."

ASSOCIATE TEACHER EVALUATION

Although it is a difficult task, evaluation should be a continuous process. You should always be engaged in self-evaluation. Daily informal conferences are beneficial so that you might go over your plans together and discuss any questions that might arise. In addition, your supervising teacher will probably want to sit down with you after the first couple of weeks or sooner to check over items of importance and to insure a smooth associate teaching experience for you.

Midway through your assignment you need to take the initiative (if your supervising teacher hasn't already done so) and ask for a conference to check and see how you're doing and where you're headed. This conference will provide an opportunity for you to hear about your strong and weak points. Additionally, it will enable you to ascertain suggestions for improvement as you continue to develop your teaching skills throughout the term.

Your University supervisor, serving as a clinical instructor, will be in close touch with your supervising teacher as well as making periodic observational visits to your classroom. During those times you will be given ample opportunities for reflective self-evaluation as well as time to receive input from your University supervisor in regard to the progress and development of your teaching skills.

Both your supervising teacher and university supervisor will be involved in validating your teaching performance throughout the term. Feel free to ask questions if you don't understand a criticism (which you must always try to interpret as being constructive) and don't hesitate to check for clarification of concepts and/or comments regarding your teaching that may be unclear to you. Remember that your University supervisor serves as a facilitator between you and your supervising teacher, striving always to keep the communication lines open and enabling you to have a successful experience.

Toward the end of your assignment your supervising teacher and University supervisor will confer regarding your final evaluation and one or both will go over it with you. All competencies must be met in order for you to receive your license to teach. On your evaluation you will find just one grade for associate teaching and seminar, either "CR" or "NCR". No letter grade will be recorded on your transcript but a letter grade equivalent will be placed on the evaluation form.

That form will then become part of the files in the Office of Clinical Experiences. A copy will also be placed in your files at the Marshall University Placement Office.

SUBSTITUTE TEACHING AFTER GRADUATION

Should you desire a full-time job in a certain school system, the best thing you can do is to agree to serve as a substitute teacher in that district. The school officials can see what kind of job you can do for them and you can begin to get acquainted with the various schools and see how you like that system. Briefly, here are a few guidelines to keep in mind before you go out to do substitute teaching:

A. Get Ready!
   1. Get your papers in order (application, transcripts, etc.) and then check to make sure you are, indeed, on the substitute list.
   2. Visit the surrounding schools in your district, meet the principals, and let them know you are interested in substituting for them.

B. Get Set!
   1. Gather a "bag of tricks":
      a. extra seatwork examples
      b. basic supplies: pencil, pen, chalk, paper clips, blank dittos, paper, etc.
      c. (optional): a book to read during a breaks, a tape recorder and tape for break with fun exercises, motion songs, etc., and a playground whistle.
   2. Get your car, your clothes, and your lunch ready.

C. Go!
   1. Arrive early in order to get out seatwork, put up boardwork, and study your lesson plans.
   2. Get materials/textbooks ready in the order you'll use them; and don't hesitate to ask a nearby teacher for any help you might need.
   3. Use visual aids for more interesting lessons.
   4. Be firm, fair, and friendly--but NOT familiar in dealing with the students.
   5. Make notes on the teacher's plans as to what you did/did not accomplish during the day.
   6. Write the teacher a brief note at the end of the day, to share how the day went and to pass on any important information.
   7. Have students help you to organize and stack the papers; and leave the classroom as neat and tidy as you can.
   8. Grade what papers you can before you leave.
   9. The next time you are in that building look up the teacher for whom you just taught and indicate your willingness to teach again in that room.

CHANGING ASSIGNMENTS

Changes of assignment usually result from altered schedules of cooperating teachers, illness of cooperating teachers, or recognized initial misassignment in terms of the student's capabilities. In cases where there is sufficient evidence that a different classroom situation might provide for your improved performance, a change to another assignment--usually in another school system--may be made, provided that sufficient time remains during the semester for such improvement to be exhibited. If there is **not** sufficient time remaining, you must either be evaluated on your performance to date, or you may opt for reassignment in a subsequent semester.

Any changes in the initial assignment must be made by the Director of Clinical Experiences. Supervising teachers and University supervisors are not authorized to alter any assignments without clearance from all administrative personnel involved. In order to avoid scheduling problems and assure fairness to all students teachers, you will not be permitted a choice in the selection of your supervisor should your assignment be changed.

TERMINATING YOUR ASSIGNMENT EARLY

There are two types of termination within the student teaching program: student-initiated and supervisor-initiated. You may terminate your student teaching if you elect to withdraw for reasons of health or the personal decision not to continue in Teacher Education. In this instance, a "WP" is the most commonly assigned grade, assuming that the student has met all obligations to the date of withdrawal.

A supervisor-initiated termination can occur at any time if it is determined jointly by the classroom and University supervisors that your presence is disruptive or nonproductive. Whether you receive a "WP" or an "Incomplete" is dependent upon the circumstance of your withdrawal and your plans for remediation. This decision is made jointly by your university supervisor and the Director of Clinical Experiences.

SECTION IV

GETTING YOUR FIRST JOB

SEEKING EMPLOYMENT

College of Education graduates are urged to investigate and participate in the employment assistance service provided by the Marshall University Career Planning and Placement Office.

This office provides essentially the same service to Marshall Education graduates that professional teacher placement agencies offer, with the important exception that Marshall University makes this service almost free of charge, which is in direct contrast to the $1,500 to $2,000 fee charged by the professional agencies. Referrals, position vacancies, and credential file assistance are provided for a lifetime after graduation to students filing with the Placement Office.

The placement director meets with each of the student teaching seminar groups at the beginning of each semester to provide credential file packets, explain placement procedures and answer questions. The file packet consists of a personal data sheet, reference forms, undergraduate course records, and student teacher evaluation forms. This early meeting is held in order that persons may have their files prepared to present to prospective employers. Interviewing procedures, vacancy listings, school addresses, and any other facet of the employment process would be discussed at that meeting. If for some reason this meeting is missed, it is important that the student go to the Placement Office and register for an orientation seminar.

When seeking employment, graduates may wish to consider some of the following suggestions and information:

1. If the graduate is making inquiry about a job that might exist in some school district, a first approach might be similar to the "Sample Letter of Inquiry."
2. Another method of applying for a teaching position is by a letter of application. In this procedure the applicant has learned about an actual opening that has been publicized by the school system. This letter announces the intent of the applicant to express interest in being considered for that specific position.
3. Hand-outs and examples of resumes and letters to employers are available through the Placement Center. In addition, workshops on job searching skills are also regularly scheduled for seniors to attend.

SAMPLE LETTER OF INQUIRY

106 West Hall
Marshall University
Huntington, WV 25701
February 10, 19____

Dr. John Dewey, Superintendent
Progressive County Schools
P.O. Box 000
Middleville, Florida 73862

Dear Dr. Dewey:

In June this year, I expect to complete my Bachelor of Arts degree at Marshall University with teaching fields in chemistry and general science grades 7 through 12. I am interested in positions in either, or a combination of these fields which you may have beginning next year.

During my professional training at Marshall University while student teaching in a local high school, I was allowed to assist in coaching the tennis team. I was the 19____ state tennis champion and would welcome an opportunity to also work in this area.

Upon graduation, Marshall University will recommend that I receive a Professional Certificate to teach in the state of West Virginia. Since West Virginia and Florida have an Interstate Certification reciprocity agreement, I anticipate no problems in being certified in Florida.

I am enclosing a resume for your use in reviewing my background and qualifications. A complete credential file would also be available for your perusal by contacting the Career Planning and Placement Center at Marshall University, Huntington, WV, or telephone 25701 (304) 696-2370.

Sincerely

J. A. Goodlad

JG/kh
Enclosure

SAMPLE LETTER OF APPLICATION

106 West Hall
Marshall University
Huntington, WV 25701
February 10, 19____

Dr. John Dewey, Superintendent
Progressive County Schools
P. O. Box 000
Middleville, Florida 73862

Dear Dr. Dewey:

Thank you for your letter of March 15. I am delighted to know that you anticipate an opening in chemistry this coming September. Please consider me as a candidate for this position.

For your information, I have enclosed a resume' of my personal and professional background. You may obtain a complete set of my credentials from the Career Planning and Placement office at Marshall University. If you feel that my general qualifications are satisfactory, I would be happy to arrange for an interview. Since Marshall University is closed for spring break March 20 through 27, I could arrange to be in Florida at that time, if you wish. Otherwise, I could arrange an interview as soon as the current semester ends on May 20.

Please advise me regarding additional information which I should provide. I will look forward to hearing from you.

Sincerely,

SAMPLE RESUME

MARY V. BROWN

210 Front Street Beckley, WV 26015 (304) 721-4132

Job Objective: Teaching Chemistry and General Science 7-12

Preparation: Candidate for Bachelor of Arts Degree

Will be conferred by Marshall University, Huntington, West Virginia in May, 19____. Program includes: 44 semester hours in general requirements, 28 semester hours in Chemistry, 32 semester hours in general science and 31 semester hours in professional education.

Teaching Experience:

Professional: Twenty-four hours at Spring Hill Elementary School - a clinical experience associated with a course in Human Growth and Development. Thirty hours at West Junior High School - teaching and observing during a methods of teaching science course. One full semester all day student teaching chemistry at Huntington High School. Assistant coach for the Huntington High School Tennis team during student teaching.

Other work experience:

Summer 19____, worked as an assistant on county playgrounds
Summer 19____, worked as a Youth Club Director of Activities
Summer 19____, worked at Allied Chemical & Dye, South Point, Ohio as an Analytical Chemist.

Honors and Associations: Initiated into Kappa Delta Pi, April, 1987

Certification:

Will be awarded a Provisional Professional Certificate for Secondary teaching in Chemistry and General Science, grades 7 through 12 in June 19____. Will obtain Florida certification via reciprocity.

References:

Available on request by contacting the Career Planning Placement Center, Marshall University, Huntington, West Virginia 25701 (304) 696-2370

TIPS ON AN INTERVIEW

Contributed by Dr. Zane McCoy, Marshall University Professor, retired.

I. "Get Your Head On Straight"
   A. Build a sound philosophy of living.
      1. Form a positive view of yourself
      2. Know what you believe about human nature
      3. Sort out your values about how people should behave, their importance to you, the relationships that should exist between people, your responsibilities to yourself and others
      4. Decide what you want out of life
      5. Have some idea about what you wish to contribute to society.
   B. Build a sound philosophy of education based on your beliefs about:
      1. The purpose of schools
      2. How schools should be organized
      3. Your role and relationships as a teacher
         a. relationships with peers
         b. relationships with students
         c. relationships with administrators
         d. relationships with parents
      4. How students learn
      5. Discipline

II. "Pack Your Own Bag"
   A. Review current periodicals and books to identify and gain knowledge about emerging problems, solutions, and innovations, particularly in your teaching field(s).

III. "Trim Your Ship"
   A. Remember that most school people are conservative concerning dress and grooming, so prepare accordingly.
   B. A good rule is to dress formally and moderately.

IV. "Time and Tide Wait For No Man"
   A. Plan for emergencies, start well ahead of time.
   B. Use the early arrival time to get yourself composed.

V. "A Little Smile Will Go A Long, Long Way"
   A. Greet your interviewer with a smile.
   B. Take the initiative by introducing yourself.

VI. "I Trow The Countenance Cannot Lie, Whose Thoughts Are Legible To The Eye"
   A. Look the interviewer in the eye when answering questions. He is likely to be impressed by your directness and his face will frequently mirror his acceptance or rejection of your response.
   B. If his nonverbal behavior indicates satisfaction with your response, pursue it. If it indicates dissatisfaction, concern or bewilderment, take a new course or elaborate.

VII. "Honesty Is the Best Policy"

A. Remember that a beginning teacher is not expected to be perfect. If you don't know something, say so!

B. If you disagree with something the interviewer says, say so in a diplomatic way. When you disagree, be prepared to give logical reasons to justify your position.

C. Be prepared to discuss your weaknesses. If you are aware of them, it will help you to explain what you have been doing to improve as well as what you plan to do in the future.

VIII. "A Better Knowledge Will Impart, An Answer Deemed To Quite Smart"

A. Avoid answering questions with insufficient information. Either ask questions to gain enough data to answer intelligently or couch your answer in terms of alternatives for different situations.

IX. "Accentuate The Positive"

A. Be prepared to state what can be done to cope with problems.

B. Indicate a willingness to try out new concepts.

C. Indicate a willingness to do more than asked of you.

P.S. If you cannot tolerate the above concepts, you have selected the wrong profession.

X. "Ask Not, Want Not"

A. Prepare a list of questions to ask the interviewer that will help you decide whether you want to accept the position, if it is offered.

APPENDIX

ASSOCIATE TEACHERS AND THE LAW

Some of your seminar time may be spent discussing issues related to school law and you will be given an opportunity to explore these issues in depth. However, it is of utmost importance to remember that when you are in the classroom you have the same legal status as a teacher; but your supervising teacher is still responsible for the welfare and education of his students. He retains full authority over all aspects of instruction, discipline, and evaluation while your supervising teacher may temporarily delegate responsibility to you, you must submit all lesson plans to him prior to your teaching any class.

The law states you may NOT be used as a substitute teacher, since you are not fully certified. You may conduct the class when your supervising teacher is away (for example at in-service training) but the principal or some other teacher becomes your supervising teacher. You may observe (but you may not teach) in a class out of your field.

The following are some of the most frequently asked legal questions in regard to the teaching profession:

1. **Question:** *When may students attend school? When MUST they attend?*
   Answer: Permissive ages for attendance at a public school range from age 5 to 21 years. Mandatory attendance ages for most states range from age 6 or 7 to 16 years.

2. **Question:** *What is the minimum number of days in a school year (including conference days)?*
   Answer: The minimum number of days in a school year is 180 days.

3. **Question:** *What authority does a school board have over a teacher in the assignment of duties?*
   Answer: The school board can assign professional duties during the stated school hours.

4. **Question:** *What rights do teachers have to decide what to teach and how to teach?*
   Answer: State or local governing bodies set up curriculum policy, select textbooks, and often even establish minimum competency and/or administer achievement tests. A teacher's own personal emphasis will affect what is taught, however, and teaching styles vary from person to person.

5. **Question:** *What civil rights do students have in school and how much freedom?*
   Answer: There has been concern in recent years in regard to student rights and pupils being accorded due process of law. There has been an increased recognition of student constitutional rights. Corporal punishment (provided it is reasonable and administered without malice) has generally been upheld unless prohibited by statue.

6. **Question:** *What restrictions are placed on a teacher's right to discipline a disruptive student?*
   Answer: Students must have oral or written notice of the charges against them and some form of hearing before they can be suspended.

7. **Question:** *When is a teacher declared liable and what is considered to be negligence? What have the courts said in suits against teachers over student injury or student failure to learn?*
Answer: Lack of supervision and foreseeability forms the basis of negligence charges. A teacher or the school district is liable only if liability is established in a court of law. Teachers cannot be held liable for unforeseeable injuries. In recent years states have passed laws aimed at holding teachers and school districts accountable for the academic achievement of students laws have been passed requiring teachers not only to write but also to attain clearly stated instructional objectives.

8. **Question:** *If a teacher is sued over a student injury what will the court ask the teacher to demonstrate?*
Answer: The teacher and/or school must show that the student's own acts contributed to the injury or that the teacher's actions were not the proximate cause of the injury which was sustained.

9. **Question:** *What is the length of the probationary period? What are a teacher's rights during this time?*
Answer: In this area the length of the probationary period in West Virginia is three years. The rights of procedural due process are applicable to nontenured as well as tenured teachers.

10. **Question:** *What are beginning teacher's rights if a school board decides upon dismissal tenured teacher's rights?*
Answer: Non-tenured teachers are granted one-year contracts. If a teacher is not to be re-hired, written notice of this decision must be given by April 1 of that year. Tenured teachers are entitled to due process of law and may not be discharged without a hearing.

11. **Question:** *What are the legal privileges and responsibilities of tenure?*
Answer: After serving as a satisfactory teacher for a stated length of time a teacher may be granted tenure. Tenure laws are intended to provide security for teachers in their positions and to prevent removal of capable teachers by capricious action or political motives. The teacher must be sure to prove himself to be competent, efficient, moral, and respectful of those for whom he works.

12. **Question:** *What are a teacher's rights regarding joining a union? Participating in a strike?*
Answer: Collective bargaining for teachers has become part of the profession. Collective bargaining is allowed with boards of education; but it must be done under the provisions of collective bargaining laws. West Virginia does not have a collective bargaining law. Recently the U. S. Supreme Court ruled that boards of education can discharge teachers who are striking illegally. Ramifications of this decision are potentially far reaching.

13. **Question:** *What right does a school board have to assign extra duties during the school day beyond the classroom? After school?*
Answer: The school board can assign extra duties which are of a professional nature during the established school day. It cannot assign duties beyond the established time.

14. **Question:** *What rights does a teacher have in regard to one's private life outside the school?*
Answer: The teacher has about as much freedom to live outside the school as any other citizen of the state. Only if the teacher's behavior should cause a public outcry can he be considered overstepping the bounds of propriety.

MISSION STATEMENT

COLLEGE OF EDUCATION - MARSHALL UNIVERSITY

The Mission of the College of Education is to function as the means of meeting the academic needs of educators and other professional personnel in the area of Human Services. This mission is accomplished through curricula planning and faculty organization. The College of Education provides education and services for a society that is open, complex, demanding, and evolving. To this end, the College of Education seeks to achieve the following mission.

Provide opportunities for individuals to meet their educational needs and achieve personal growth and understanding.

Prepare preservice educators through academic and professional course work and related experiences.

Participate in the continuing development of practicing educators through the development and dissemination of new theories, concepts, and practices.

Provide opportunities for original research and publication related to specific academic disciplines and professional education.

Make available consultation services for public and private agencies.

Provide pre-service and in-service training to clientele in the broad-based field of education in a non-school setting.

Recognize and address societal and cultural demands on curriculum planning and programming.

Make available to all students a variety of unique learning experiences within the college.

Cooperate with others to enhance total educational opportunities in the home, school and community.

Provide non-school services and educational resources to West Virginia and the Tri-State Region.

Adopted by the College of Education Faculty on February 14, 1980.